

Remote Learning Plan for Deaf and Hard of Hearing students Grades preK-12

Student Audience

Our students span from Preschool through Grade 12 and including Transition age (18-21 years). They reside all over Rhode Island and several communities in Southeastern Massachusetts. They are all (100%) on IEPs, and all have sufficient hearing loss to make attendance at this school their least restrictive environment. When remote learning is activated, maximum efforts must be made to ensure accessibility and opportunities to generalize learning in the environment in which students reside. This can be challenging.

Our students rely on face-to-face interaction, as ASL is their first language and is a visual-spatial language. Many students live in homes where no one can communicate through sign language, and therefore, we must be mindful of their mental health during prolonged periods where communication may be quite functional, only. Additionally, their parents may not speak English in the home and may not know ASL or English well. Since these are the two languages that our students use, their understanding of what they see on TV or reasons for unusual body language of families who are anxious can be limited. The students are likely to be fearful and confused and feel isolated due to lack of ability to learn in greater detail what is happening, either directly from family members or incidentally from the television and media. They can see worried faces and less warmth through reduced hugs and physical contact, adding to their feelings of loneliness. Young children whose language is just emergent will be getting fewer hours of language modeling in ASL, setting their progress even further back for reading and general literacy. We are concerned.

Making this process of remote learning successful and clear to them has tremendous possibility to alleviate isolation and to serve as a critical daily connection for our students as they strive to keep learning. We take this opportunity seriously. We expect teachers and support professionals to “see” each kid in some virtual and **visual** manner daily during school hours.

What did we learn from Spring 2020?

Please see our in-school plan for details, however to sum it up here, we learned that distance learning for the youngest students in our population of students should be a last resort.

Teachers rose to the challenge and gave the effort 100% in flexibility and with creative energy and a willingness to learn. Many families partnered with us to help their child access learning in this new way. High school students were able to maintain pace and progression pretty well. Middle school students demonstrated mixed results at using these virtual tools to continue learning. To be expected, those with less formal language have the weakest reading levels and demonstrated the greatest struggle. Elementary results were also a mixed bag, with the younger students (Grades 1,2,3) struggling most to remain connected via technology. At best, skills were maintained for lower elementary students but did not advance much. Upper

elementary (Grades 4 and 5) who have more formal language skills did quite well at connecting and advancing their learning.

Preschool and Kindergarten are our greatest concern. This age group required extensive effort on the part of teachers. “Out-of-the-box “ thinking was the norm for teachers of these children, and teachers became fatigued by extreme effort with sometimes little outcome for approximately 50% of the students. Watching children’s language skills regress, despite such effort, was disheartening. There simply was not enough cognitive and linguistic input available in the home for some of the students, particularly ELL students who cannot access the language of the home due to significant hearing loss. Some teachers resorted to driving to homes and teaching in ASL from a porch or slider window once or twice/ week when students could not stay focused on technology or home support was limited. This was quite successful but cannot be mandated during a pandemic.

Attendance was not consistent, because the participation of this younger group was dependent on their families. Some families worked, others were very anxious about using technology and could not find ways to support the effort, and others knew that their children struggled to attend in this manner and needed consistent encouragement to keep trying. Classroom assistants and the school social worker were used extensively to provide 1:1 support to families and students and to provide additional literacy and story-reading time when the child was available. This offered more language models to children.

We acknowledge that these barriers will not disappear when we return to DL. We offered an ASL online to parents who do not speak English and we are prepared to host technology training for some of the parents of these youngest students in the fall. We hope that having more time to prepare families in advance will frontload skills needed for successfully supporting our students at home.

DISTANCE LEARNING

(both long term and during a quarantine period)

1- Notification and Preparation of Staff, Families, and Teachers

Once a determination is made that school will be closed and distance learning will commence, or that a POD will be closed due to exposure and those students must learn from home for a certain period of time, an email to all affected staff, families, and students will be sent out. A robocall will go out to families in Spanish and English that details the dates of closure and that remote learning will engage. Parents are familiar with our distance learning style from Spring of 2020, and our handbooks will contain information that describes what remote learning is and is not. The Director will reach out via our community blog and provide assurances in ASL to students that we will be continuing with daily instruction via technology. All teachers in all subject matters will be expected to contribute to each child’s remote learning with greatest emphasis given to Reading, English and Math. This will also include IEP services provided by support personnel.

2- Portable Technology and Equipment

Teachers and support staff have all previously been provided with a Chrome Book and are expected to take them home every night, in case of such an event. Elementary, Middle and High school students who can access information on a screen have also been provided with a Chrome Book, a case and a charger. They use them daily in classes and for homework. They, too, are expected to carry them home daily. Repairs and instruction are continually provided at school, as soon as needed, to ensure that all equipment is working well for successful instruction.

Preschool 2 and Kindergarten will use borrowed school iPads, if there is no technology already in the home. This is the most vulnerable age group for regression, because these youngsters cannot access the instruction via technology independently yet and rely on parent support to access instruction virtually.

For those families with no vehicles, we will continue to deliver devices to the homes of the student after a repair or replacement.

We have alerted all families about the availability of free Wi-Fi services during the current emergency, through Cox and Comcast. These letters (in Spanish and English, and translated to ASL) were followed up by our School Family Liaison by telephone to aid each family to access the free offer. All families have done so already. Our concern is how we will stay in touch if this free offer no longer continues.

We are prepared to offer technology skills training to families in the fall.

3- Attendance

Teachers will log in and out via a Google Form “sign in” each morning and log off each afternoon. They will adhere to the regular, contractual 7-hour day schedule, allowing for flexibility to reach students and families at different times as they see the need. They will continue to hold face-to-face Advisory (MS and HS) and Morning Meetings (Elementary) each day via *Google Meet*. The Director will lead the pledge to the flag and upload daily morning announcement in ASL, as is usually done at school each day. This will appear on a central, school-wide community blog available to all students and families. Birthday greetings and community resources will be shared on the blog. Teachers will take daily attendance and log onto Gradebook.

If a student is unable to attend virtual instruction, attendance will be tracked by the work completed and submitted that day. If these children do not attend or respond for 2 sequential days, parents will be called.

4- Approved Sites and Platforms

In order to maintain effective classroom management, all instruction will be centered through *Google Classroom* and *Google Meet* and the established interactive school-wide and elementary *Blogs*. Teachers have been provided a vetted list of websites and on-line

resources that are Deaf-friendly (visual, captioned, no advertisements, and not dependent upon verbal cues, sound, or music to motivate the young learner.) and those that meet Internet safety standards. This list continues to grow.

5- Inclusive Staff Meetings

Weekly staff meetings will occur every Monday afternoon via ZOOM from 2:00-3:00 PM. This will allow for announcements, a forum for suggestions for improvement, and a chance to assess as a group how we are doing with effective connection to families and students in real time. We have staff that are deaf and staff that are hearing. It is critical that all information and participation be accessible to each one. Moderated ZOOM meetings with clear norms will allow for both deaf and hearing staff members to access the meeting equally. ASL interpreters will be utilized to more easily facilitate communication for everyone.

6- Staff Training: How to Provide Excellence through Distance Learning to D/H Students

Four areas will be regularly monitored:

- Are we providing grade appropriate content while maintaining rigor?
- Are we making best use of the limited resources and sites that are appropriate and fully accessible to D/hh students (for example, most virtual field trips are not captioned)?
- Is there a need for continuous staff training on using technology well for remote learning, especially with those students with very unique learning needs that require special education expertise?
- How are we monitoring mental health and resiliency of students, staff and leadership.

Our response:

- Zoom conference calls with other schools for the Deaf in the US and Canada occur biweekly to collaborate and brainstorm resources and approaches being used across the nation. These ideas and resources are very helpful and are shared with teachers and staff.
- A detailed online resource list has been compiled for teachers and support staff with those sites and resources that our Curriculum Director has vetted and feels are best practice sites for use with these children. Most prepackaged, online learning platforms are not fully accessible for our students preK-8 and must be modified.
- Classroom observations, teacher coaching, and supervisory meetings will continue virtually through Zoom and Google Classroom
- Lesson plans will be submitted and monitored to ensure content is grade appropriate and moving the students' instruction forward as expected.
- PD will continue monthly
- Inclusive and accessible communication/ Deaf and hearing working together
- Google Classroom
- Google Hangouts and Google Meet
- Using FaceTime or Google DUO appropriately
- Conference calling

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- ZOOM meeting platform
- Resources and sites specific to deaf/ hh learners
- How to create effective ASL teaching videos at home
- Digital instruction lesson plan format
- Communication pitfalls to avoid when providing electronic instruction
- Internet safety when teaching digitally
- Review of HIPAA/ FERPA as pertains to special education students

There will be staff meetings and department meetings weekly as we continue distance learning. These will happen on ZOOM, a platform that we have researched, whose bandwidth permits ASL to be crisper and more easily seen by all. Zoom meetings can also be captioned in real time.

PD topics, as we continue, will focus on:

- How to personalize and differentiate instruction online
- How to continue using Thinking Maps
- Classroom management via remote instruction
- How to conduct an effective parent meeting online
- How to proctor meaningful discussions online with each other
- How to prepare for an IEP when you cannot see the team
- How to assess and edit young students' work remotely
- How to collaborate electronically with your colleagues when working remotely
- How to access special education reports and recent evaluations remotely without compromising student privacy

Our Social-emotional and mental health plan as detailed in our in-person plan will still be followed. It is relevant and appropriate for d/hh children and families.

7- Special Education and Compliance with IEPs

Since every child at this school is on an IEP, compliance, for the child's sake, is of great concern to us. We are following federal and state guidance closely to understand what is expected in these unusual circumstances. We are proceeding with providing support services and modified instruction to the best outcome possible. We have a high percentage of students who present with secondary and tertiary diagnoses, in addition to deafness. To meet the needs of students with severe hearing loss and many other special learning needs at the same time, via technology, is a perpetual challenge that we will face together. We have learned that there are no easy solutions. Every virtual lesson for these children requires "out of the box" planning and delivery in order to advance their learning and maintain rigor.

Discussions about specific students with complex or highly adaptive needs will be conducted in collaboration with parents to plan for unique and particular service delivery. There are several students who will need careful 1:1 planning and support.

Planning and Collaboration

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- Virtual meetings will be regularly held with special education providers and support personnel to brainstorm how they can continue to serve our students in alignment with individual IEPs, using the RI Department of Education's guidance, *"On Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak/ March 2020."* and more recent federal guidance from OSCAS. Over 80 students will need to continue receiving specifically detailed services in addition to academic instruction. All special education support personnel and our leadership team will be available to support teachers and students and to provide services via direct instruction or via resources to parents and activities that may be easily introduced at home as part of real life in the family. We anticipate that interpreter and translation services use will increase a great deal.

- The creative ideas and plans that were generated by staff include OT, PT, Transition Coordinator, Reading Specialist, Self-Advocacy/Transition Coordinator, and School Psychology, and Counseling. Providing effective speech & language services for Deaf children through technology, where sound quality and ASL bandwidth parameters may be less than optimal is a huge challenge. These services may well be what we offer in a compensatory fashion at a later date, but with 85 students possibly needing compensatory services in speech & language (and we are already short on SLP staffing), we fear that this will be, overall, a long range challenging endeavor from a budgetary and talent management standpoint. We will continue to discuss and aim to develop a plan for provision of these services.

- Differently abled learners will require regular 1:1 planning. Complex individualized instruction, such as ABA and discrete trial, and teaching those children whose skills require more controlled environments and highly skilled 1:1 applications is of concern to us. These children do not tend to use technology independently, often have poor eye contact, and they often rely heavily on skilled instruction in small increments of time. We cannot use voice or music to regain their attention. Many electronic sites are not helpful to their learning journey. Deaf children who also present with multiple other diagnoses that impact learning will struggle with this model as we have seen through our Spring 2020 data.

There are several curricula available online that we plan to use for their instruction. The parent/ family will need to be a primary participant in continued instruction for these students, if at all possible. Teachers will prepare materials and activities that parents can use to engage in appropriate learning activities and daily living skills with their children at home. We anticipate that additional compensatory services will be needed in the future to this group of children and will plan for this situation. Regular and supportive communication with these families will be a very high priority through the year.

- Transition Activities- Community transition activities will need to be placed on hold. Work experiences will be placed on hold for the time being. The focus will be on using electronic resources and sites that specifically address transition and self-advocacy activities for Deaf and hard of hearing children, of which there are several very excellent

ones. The Transition Coordinator and Guidance Counselor will continue to personally reach out to students to continue discussions in this area and to monitor ILP activities.

- Those students who are taking classes at East Providence Career and Tech will follow the digital classes provided by educators there. They have already been provided with email access at East Providence Schools. This will require consistent literacy support, and therefore one RISDeaf teacher will be assigned to that cohort to monitor progress, provide tutorial help, and serve as a liaison to the Secondary Grades Assistant Principal.

8- Questions and Answers about Duties and Who Can Work Remotely:

During remote learning periods, most personnel will provide the following services to the best of their ability from their homes:

CORE SUBJECTS

Teachers

- All teachers will teach remotely, take attendance, and continue to assess student achievement during a 7 hour working day.

Teachers will

- Strive to “see” every kid at least daily or pursue why not.
- Continue to collect learning data as they advance the curriculum.
- Prioritize morning meeting and Advisory meetings to help monitor student mental health and resilience.
- Prepare paper learning packets for those students who are not accessing remote learning well
- Connect regularly with parents
- Track contacts in the Family Contact Log
- Report to one of the assistant principals if a contact reveals a need for additional support with attendance
- Serve as IEP case managers and prepare for and attend IEPs
- Prepare report cards and IEP progress reports
- Attend department meetings, staff meetings, and professional development provided through RISDeaf.
- Collaborate with support professionals to ensure design of good and effective schedules for families
- Contribute to the family blog
- Refer students and families for support to appropriate colleagues or administration, as quickly as possible.

ASL Specialists

- Daily read-aloud (signed) and ASL classes will continue to be provided by the two ASL Specialists via video technology.
- ASL support for parents will be prioritized.

9- SUPPORT SERVICES

Audiology

- Available to answer technology questions for RISD parents/ guardians and any of our Outreach students and their families.
- Perform hearing screenings to our students, only, for IEP re-evaluations, if needed.
- Continue to provide batteries to families for hearing aids through mail.
- The Clinic may be closed at times, depending on the Governor's decisions related to state-wide safety.

Social Worker/ School-to-Home Liaison

- Reach out to parents and guardians to support distance learning
- Assist with following up on attendance issues
- Assist with accessing community learning resources, including getting and maintaining Internet in the home
- Reach out as a first contact to new families
- Available to educators who need assistance to communicate with parents who do not speak English, when using Language Line translation services was not successful or when faculty could benefit from cultural understanding.
- Provide support with issues of food or clothing insufficiency, hot lunch locations, food stamps, citizenship, domestic violence resources, rent and fuel assistance.
- Help with navigating medical appointments, interpreters, and insurance systems.

Nursing

- Available to students and families for support them through COVID-19 protocols
- Educate students and staff about symptoms that require follow-up testing
- Serve as the primary liaison with the RI Department of Health
- Send out reminders for annual physicals and inoculations
- Assist with referrals to health professionals
- Disseminate necessary safety information
- Provide support to RISDeaf families with unique health plans
- Assist with compiling attendance data and making calls to families when children are absent with no explanation
- Track contacts in the nursing log
- Inform Director if a family contact reveals a need for additional supports or concerns.
- Contribute information about health and safety on the family blog
- Serve on the Safety Committee and the Health & Wellness Committee.

Counseling and School Guidance Support

- Establish Office Hours (2-3 hours/ day) for students who need support

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- Provide IEP Counseling services through *Google Hang Outs* or through *videophone* (*OSEP and HHS have approved this tool during the current crisis*)
- Provide short term check-ins with students for whom teachers express concerns.
- Serve as a touchstone to support any student or cohort when they first return from quarantine (DL) at home.
- Communicate on-line or via videophone with students about career and ILP goals
- Collaborate with teachers to ensure grades, assessments and report cards are on time
- Collaborate with Transition Coordinator to provide post-secondary resources and support
- Create engaging videos and resources about issues of maintaining good mental health and social-emotional understanding
- Maintain a social-emotional and mental health resource page for families on the family blog
- Track contacts in the Family Contact Log
- Inform Director if a contact reveals concerns or a need for additional supports.
- Be available for IEPs when needed
- Work with the Transition Coordinator to identify creative ways that HS students can meet their community service requirement remotely and support them through this process

School Psychologist

- Mentoring: Help reach out to elementary students as a Deaf mentor to reduce isolation.
- Support students by interviewing them remotely and providing select, small group meetings to address shared issues (i.e., bereavement; students whose families have lost someone, divorce or learning from more than one household during this time, HS girl's group, MS girls group, etc.
- Create engaging videos about issues of maintaining good study habits, executive function, organizational skills, self-advocacy, improving memory, self-advocacy, determining your learning style, and social-emotional understanding.
- Provide educational psych assessments and obtain parent background information remotely whenever possible
- Be available for IEPs when needed

Therapists (OT, PT, and SLP)

- Provide services through a variety of means to ensure student progress and IEP compliance
- Strive to provide live lessons where possible through Google Hangouts, Meet, ZOOM, or other manners of teletherapy. Otherwise create step-by-step activities for families to embed therapy goals into everyday life.
- Document all service delivery
- Collaborate with teachers and therapists to determine if co-teaching ("push in") or co-therapy models and services can be creatively designed through technology.

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- Contact parents/ guardians to determine best approaches for each family
- Provide resources for families regarding sensory approaches, household activities that will also work on fine motor skill development, and understanding individual diagnoses.
- Inform Special Ed Administrator if a contact reveals a need for additional supports

Library/ Media

- Establish Office Hours for Early Childhood and Elementary Teachers (1 hour daily)
- Establish Office Hours for Middle and High School Teachers (1 hour daily)
- Establish Office Hours for Senior Projects (1 hour daily)
- Provide support for research via library and media resources as needed
- Arrange for Admin to find materials needed and make available for pick-up by teachers or parents, if desired
- Maintain library pages of school web site and family blog.
- Collaborate to make good literature in ASL available to students and families.
- Maintain availability of Parent Library services as much as possible
- Assist with research on media resources for online learning
- Continue to manage the library grant, to order supplies, and publicize new resources

Paraprofessionals

- Be available by phone or email to teachers to help support families and students
- Contact children who are most isolated (as assigned) to “chat” and check in (script available)
- Track contacts in the Family Contact Log
- Connect with Director if a contact reveals a need for additional supports.
- Be available to make materials remotely to mail to students
- Participate in online PD through self-guided courses.
- Be available to support personnel who may need additional help.
- Assist with attendance calls.

The following personnel should be available to come to the school building, any day. Critical need will be determined on a day-by-day basis by the Director.

Transition Coordinator

- Work collaboratively with Guidance Counselor and Assistant Principal for Secondary Grades
- Disseminate resources to staff and families
- Build and maintain community contacts for future career and community service experiences
- Work with the School Guidance Counselor to identify creative ways that HS students can meet their community service requirement remotely

- Communicate on-line or via videophone with students about career and ILP goals
- Arrange digital career presentations to students
- Continue summer work planning with students
- Support families with applications for adult services

After School Coordinator and Athletics Director

- Attend weekly all-staff meetings to remain informed of school goals
- Continue to explore and offer creative after school activities remotely to students and families
- Reach out regularly to MS/ HS athletes as a Deaf mentor and person of trust to help maintain school spirit, build healthy self-esteem and good mental health
- Support other faculty and staff as needed in various initiatives
- Serve as events coordinator for major school events
- Maintain contacts with the ESDAA League members and attend meetings
- Explore ways in which student athletes can maintain physical well-being and physical stamina through posting online workouts and videos about nutrition and fitness.

Central Office, Business and Finance and Operations

- RI School for the Deaf is a state agency. No ability exists for payroll or accounts payable to be performed remotely at this time. Since these functions must continue, these individuals should plan to come to work (at least until their priority jobs are completed), unless all travel is stopped by state requirement. These individuals are considered essential employees.

IT Manager

- The Information and Technology Manager shall be fully available to all staff during distance learning periods to support staff, students and families. If this can be done remotely with no interruption for teaching and instruction, it will be allowed on a day-by-day basis.

Administration/ Leadership Team

- Leadership may work from home, unless otherwise directed by the Director. They must be available electronically and by phone or videophone for the entire day to families, to staff and teachers and to each other for supervision, guidance, meeting, monitoring schedules, providing teacher support, planning and collaboration.

Maintenance and Custodians

- These employees are considered essential employees. Cleaning and disinfecting must continue as a protection for the essential front office employees. There is usually much to be done in maintaining our large property and the facilities, but with less use on the buildings, this may be change and

will be determined over time, depending on the reason and length of school closure.

ASL Interpreters

- IEP meetings: We know that through video relay, we can access interpreters as needed for parent conversations in Spanish. We can only use VRS for IEP meetings if the Deaf student and family have a VP. Due to the many communication variables that exist in our school community, the School PRO version of ZOOM seems to work best for IEP and Special Ed. team meetings.
- Our ASL staff interpreter will support all meetings and video interpretation that need American Sign Language facilitation for access. When he is unavailable, we will seek outside ASL interpreter support and provide a link for access.

CURRICULUM

The cornerstone of our success will be maintaining rigor through engagement and fidelity to the curriculum as we grow more confident and understand more clearly what this entails for students. We plan to continue to use the approved curriculum that we have adopted to guide planning and instruction for all grade levels except Preschool. This will be monitored through lesson plans and regular support from the Assistant Principal for Curriculum and Instruction.

In holding true to our mission: all Rhode Island children who are Deaf or hard of hearing become literate, independent and productive citizens, we intend to support our teachers in availability to engage, educate, empower and evaluate student learning during this time away from the building. Teachers will engage students daily with videos, remote meetings, and/or live stream class sessions. Teachers will educate with specific lessons, activities and assignments so that students do not fall behind in the curricula. We now have a variety of Deaf friendly resources that will assist in this endeavor. However, we anticipate that much of each teacher's remote work will involve a compounding approach of ensuring access in American Sign Language through the making of their own ASL videos that are content-specific, in addition to transcribing in English and/or Spanish for parents when necessary. This process is time-consuming and personalized to meet varied languages and language levels.

Teachers will need to plan to support parents/guardians in supporting their children. Students will be empowered to demonstrate learning through participation in online learning platforms with pictures, written pieces, response to these videos, and video logs (vlogs).

Our preschool age children typically have very little formal language due to very late access to formal visual language. Their parents typically know very limited ASL. For them, we will focus on providing as much language modeling as possible through the use of signed children's literature and engaging stories and ASL rhyming activities. This will be provided to parents through email video clips and links and encouraged to use with the children daily on their tablets. We learned throughout Spring 2020 that without

parent support, we will be unable to reach these deaf/hh children in the manner as they truly need to develop formal language.

Our Kindergarten students and Grade 1 students follow the Boston Public Schools Early Learning K-2 Curriculum. This is a very “hands-on” approach and poses problems virtually. We will be replicating those activities, hopefully with parent support, through close communication via Facetime/Google DUO, tablets, videophone, phone and email. For both Preschool and Kindergarten, where our concern for language development is of greatest concern, this will entail daily communication with the family on a preplanned schedule, so that a schedule can be created that supports their needs.

Reformatted Lesson Planning

Staff have been well trained in the school’s expectations for effective and consistent lesson planning. Teaching digitally requires a reformatting of that style of planning, however. PD will focus on what that looks like, and as usual, lesson plans will be due every 2 weeks on Friday for the following 2 weeks. Feedback and support to teachers will be provided weekly.

Approved Resources

After careful vetting for appropriate resources to use with D/hh students, we have made this approved listing available to staff. We anticipate that it will evolve and change as teachers discover more tools that work for students via distance learning. We intend to add some of our ASL literature videos as they are made by our own staff members as a way to share.

<https://docs.google.com/spreadsheets/d/1oK6rRyCR7Fa6B2xsC0tUegANdrfyYhn7-r6eo2lQRlw/edit?usp=sharing>

Teachers will be encouraged to share their resources and tech approaches with each other. Time will be allotted on PD days for this exchange of skills.

Assessment

Finally, our teachers will be able to evaluate their learning through a myriad of assessment practices. This is an area where we will focus more attention as we seek to advance the curriculum in the school new year. We aim to keep assessment authentic by using what we know about our students and building assessments that reflect their needs. Our goal is to implement an assessment system that measures evidence of learning that encompasses a variety of formative assessments and differentiated summative assessments.

Formative:

- Assessments that are complex and multi-part will be broken down into smaller pieces so that teachers can assess several points in the learning process and provide appropriate and immediate feedback.
- Students who are able will participate in synchronous classroom sessions in which they have the opportunity to respond to questions, ask questions, receive peer

feedback and the teacher is then able to assess readiness of the class and provide summative feedback, clarification, re-teaching, etc.

- Students will be tasked to create concept maps such as Thinking Maps and share them via picture /upload or presentation in order for teachers to be able determine present learning.
- Students will participate in an online learning platform in which they can respond to posted questions, provide comments, upload video responses and receive feedback.
- Reflection journals and discussion boards will be used in some classes to track specific progress.

Summative:

- Teachers will use Google Forms and tools in the Google Classroom suite for traditional, summative assessments in order to collect data on cumulative learning.
- Zoom also provides annotation features that allow for assessment and feedback.
- Teachers will also provide opportunities for project based assessments in which students would then be able to display, reflect, present and demonstrate holistic learning of a standard.
- Teachers may also choose to use game-like tools such as Kahoot, Padlet, and Quizlet that also demonstrate understanding in a more engaging way (this may also be used formatively).
- For essays and projects, students will be provided detailed and explicit rubrics in order to communicate expectations with clarity. It is likely these rubrics will be accompanied by a video in which a teacher would clearly explain the function of the rubric in American Sign Language.

Teachers will continue with their standards based learning targets and update their gradebooks weekly. These grades will include both several (3-6) formative grades. Once or twice every two weeks, a summative assessment will be recorded. There may be students or times when remote learning will not be accessible (Internet is down or device troubleshooting takes time); we will need to be flexible in navigating these unforeseeable obstacles.

Afterschool Activities

We understand how important enrichment and social learning is for students, no matter which approach we are using for teaching. To this end, we will continue to offer activities remotely for learning through play, for leadership development, for socialization, and friendly competition.

- We may set aside dedicated time during the week to offer clubs and activities (i.e. every other Friday the school drops a different class period and students join their club meeting) and send out links for students to join virtually.
- We will seek to build community through remote activities after school that are easy to participate in from home.
- We will publicize and continue offering new skill development, clubs and activities that are remote-friendly after school.

MONITORING THE IMPLEMENTATION /EVALUATING EFFICACY OF REMOTE LEARNING

RI School for the Deaf will update this plan regularly as we continue to refine our approaches. Progress monitoring of the success of remote learning will occur, as we review student learning and progress. It is anticipated that the needs of students at this school to participate in distance learning, along with rapid technology advances will require frequent adaptation and change. The administrative team will adjust the Plan accordingly.

All revisions will be submitted to RIDE and the RISDeaf Board of Trustees for review.

The annual review shall include:

- Review and assessment tools available for teachers and students each year
- Review assessment approaches and monitor student progress from previous implementations
- Review professional development schedules to meet the needs of the staff in this area
- Determine if sufficient support exists for families, staff, and students

Continuous surveying of available at-home technologies and the district's ability to support students and families to bridge the gaps of homes not equipped with the technology needed to participate in distance learning.

We are ready to continue this, knowing that we will still need to review often. We anticipate that we will continue to learn a great deal alongside our students. Although our building may be closed, we'll still be reaching students every day with accessible, quality instruction to the best of our ability.



APPENDIX A:

FORMS Submitted Weekly

1. Parent Contact Log

- <https://docs.google.com/document/d/1xiDqKk-pGd9fgQ6BGRpWzE1G2IXrWle6h5EPN0tY55Y/edit>

2. Therapy Service Log

- https://docs.google.com/document/d/1b7ZxC6_QQZpzS17pcOG61xFQfmtSV5207cVPhsChA-Q/edit